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ABSTRACT

The paper describes four alternative teacher training approaches offering Navajo Indian college students the opportunity to become certified classroom teachers within proximity of their homes and jobs on the reservation. Programs discussed include Navajo Tribal Teacher Education Program, Career Opportunities Program, Teacher Corps, and a representative regular college program offered by Northern Arizona University, Flagstaff. The purpose of the paper is to give prospective Navajo teachers insight into the ways and means of obtaining the education prerequisite to becoming fully certified elementary school teachers, hopefully encouraging an increased number of Navajos to enter the teaching profession and to remain on the reservation. Two of the approaches discussed are associated with nationwide, federally funded programs. An attempt is also made to describe the history and philosophy of the Career Opportunities Program and Teacher Corps. (Author/KM)

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A DESCRIPTIVE STUDY OF TEACHER EDUCATION PROGRAMS FOR NAVAJO INDIAN COLLEGE STUDENTS

by
Virginialee D. Jackson

[1974]

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ABSTRACT

This paper describes four alternative teacher training approaches offering Navajo Indian college students the opportunity to become certified classroom teachers within proximity of their homes and jobs on the Navajo Reservation.

Programs discussed include Navajo Tribal Teacher Education Program, Career Opportunities Program, Teacher Corps, and a representative regular college program as offered by Northern Arizona University, Flagstaff.

The purpose of the paper is to give prospective Navajo Indian teachers insight into the ways and means of obtaining the education prerequisite to becoming fully certified elementary school teachers. It is hoped that realization of such opportunities will encourage an increased number of Navajos to enter the teaching profession and to remain on the reservation to work with Navajo children.

Two of the approaches presented in this paper are associated with nationwide, federally funded programs. An attempt will be made to describe the history and philosophy of the Career Opportunities Program and Teacher Corps, to hopefully provide the reader with greater insight into their scope and purpose.

INTRODUCTION

From Piaget it has been learned that the quality of education a child receives in his early years determines to a large extent his achievement in later years. From Benjamin Bloom's studies it has been learned that approximately 80 per cent of a child's total intellectual growth takes place between birth and age eight. It seems logical, therefore, to conclude that the learning experiences of disadvantaged, bilingual children must be strengthened in the early grades if such children are to achieve equal educational footing with those of the middle class.[1]

It has also been learned that teacher quality is a greater factor in the achievement of minority group children than for majority group children. Yet most teacher education programs primarily train white middle-class teachers to instruct middle-class children, although seven million children from ages four to eight are either economically-deprived or from minority groups. Prospective teachers spend a major portion of their time in college or university classrooms, isolated from the realities of typical schoolrooms, children, parents, and communities.[2]

Several alternatives are available for the education of future teachers. This paper will attempt to investigate competency-based teacher education programs which seek to train Navajo Indian college

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[1] Chambers, Margaret A. and Graham, Richard A, "Competence: The Measure of Tomorrow's Teacher," Peabody Journal of Education, Vol. 48, April 1971, p. 218.

[2] Ibid. p. 219.

students to teach Navajo children. The workshop is the classroom, and daily practice is performed over a considerable period of time with Navajo children. On the Navajo Reservation, isolated though its schools may be from institutions of higher learning, cultural centers, and even paved roads, a precedent in competency-based teacher education is being implemented.

Four concepts are fundamental to competency-based teacher education:[3]

1. Certification is not the product of knowledge or experience. It is attained when the teacher has proven his ability to facilitate children's learning.
2. Learning is active. The student teacher is himself a self-motivated inquirer.
3. Curriculums are field-centered. Prospective teachers spend a greater portion of time with children in the three environments which shape their world—home, school, and community.
4. Teacher education is the shared responsibility of training institutions, schools, and community, working together to keep programs relevant to a changing world.

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[3]Chambers, Margaret A. and Graham, Richard A., "Competence: The Measure of Tomorrow's Teacher," Peabody Journal of Education, Vol. 48, April 1971, p. 220.

Teacher Corps, Career Opportunities Program, and the Navajo Tribal Teacher Education Program are three competency-based teacher education approaches enrolling Navajo Indian students. The foregoing criteria forms the foundation supporting each of these organizational structures. Each program will be explored in detail in the body of this paper.

An on-campus college program, as represented by the College of Education, Northern Arizona University, will also be described. Although isolated geographically from the reservation school communities it serves, Northern Arizona University strives to incorporate as many of the criteria of competency-based education as can be achieved, often through personal contact in the field. The university's course requirements will be explored in Chapter 4.

Chapter 1

CAREER OPPORTUNITIES PROGRAM

Career Opportunities Program, COP, was created as a national priority activity under the Educational Professions Development Act of 1967. Organized at various sites across the nation, varied COP projects have developed, each attempting to meet the specific educational needs of its own area. Most projects draw upon a number of federal programs for supportive services as well as enlisting the close cooperation of state and local agencies.

The purpose of the Career Opportunities Program is to train individuals who possess the ability and the desire to provide enhanced educational opportunities for children of low-income families.

Basic to the COP concept is the premise that public education of children from low-income families can be improved by enlisting talented, dedicated educational auxiliaries from the local community.

The objective of COP is two-fold. First, it seeks to attract persons to educational careers, thus improving both education and employment opportunities for the disadvantaged. Secondly, it aspires to establish promotional opportunities in school systems so that productive careers can be followed by those recruited through the program.[1]

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[1] "Career Opportunities Program," School District #2, Las Cruces, New Mexico, 1972, p. 1.

Specific objectives include the following:[2]

1. To provide opportunities for selected low-income high school graduates to move into teaching careers.
2. To provide career opportunities in teaching through tuition grants for classroom aides working in the school system.

Attracted to COP are people who have a first-hand understanding of the students' needs and values, but whose background and economic status might otherwise leave them underpaid or unemployed. Such persons are able to personally relate to the experiences and lifestyles of the students and, therefore, provide valuable services to the teacher whose socio-economic background may differ considerably from that of the students in his class.

Receipients of tuition grants are selected on basis of the following:[3]

1. Their background and potential for relating to students from low-income homes.
2. Their awareness of the needs of low-income persons.
3. Their interest in helping to improve the quality of education.
4. Their commitment to improve their own educational background.

Local projects are under the direction of the COP coordinator.

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[2]"Career Opportunities Program," School District #2, Las Cruces, New Mexico, p. 5.

[3]Ibid, p. 6.

The coordinator possesses a background in both guidance and counseling in addition to several years of experience in the local school system. His work includes the coordination, organization, and administration of the total training program. The coordinator also serves as liaison between the school system, community, and university conducting the training. Interviews and the screening of interested program applicants are conducted by the Advisory Council. The council is composed of a cross-section of persons in the community who work with low-income people. Members of such organizations as Social Security, Community Action Program, and Planned Parenthood might be included. Also represented are the school and university staffs, parents, and community residents.[4]

The teachers selected to participate in the training of COP interns are chosen on the basis of their expressed desire to be involved in the program and are subject to the recommendation of their principals. Principals base their recommendations upon the teachers' demonstrated commitment to improving the achievement level of children in their classes, and on their ability to work cooperatively with other adults to achieve this goal.

Consulting teachers are similarly selected on classroom ability and upon the capacity to relate to coordinating classroom aides and tutors.

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[4]"Career Opportunities Program," School District #2, Las Cruces, New Mexico, 1972, p. 7.

Navajo Community College, the first college to be built and administered by an Indian tribe, coordinates the activities of the Career Opportunities Program on the vast Navajo Reservation. The director of the program maintains an office on the college's campus located at Tsaile, Navajo Nation, Arizona.

To be eligible to enter the program, a Navajo student must possess a high school diploma and a grade point average of 3.0 or above. Passage of the GED test may be substituted. Employment as a teacher aide in a local public school system or Bureau of Indian Affairs school is an additional requirement.

Tuition is free, and interns receive a $100 a week stipend during summer sessions attended at Navajo Community College. During the school term, the employer agrees to release the intern for four hours each week in order to attend college classes conducted by commuting college instructors.[5]

Most interns take four to five years to complete degree work. Fifteen per cent of the 40-hour work week is spent attending classes and completing reading assignments, projects, and research. Eighty-five per cent is spent in on-the-job training experience as a classroom aide. Thus, the COP intern maintains full-time employment while working with children under the supervision of an experienced cooperating classroom teacher.

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[5]Questionnaire: Joe Gelt, Director. Career Opportunities Program, Navajo Community College, Tsaile, Navajo Nation, Arizona, June 29, 1974.

As Navajo Community College is only a two-year college, interns participating in the Career Opportunities Program are unable to complete certification requirements or a bachelor's degree. They do graduate from Navajo Community College with an Associate of Arts degree and approximately 64 semester hours credit. A bachelor's degree may be completed through the Navajo Tribal Teacher Education Program, Teacher Corps, or on one's own initiative through a regular college program. A summary of credit hours earned at Navajo Community College is shown in Figure 1, page 6. The Career Opportunities Program, however, does give prospective Navajo teachers a start on their education which they might not otherwise obtain.

Through their on-the-job experiences COP interns gain experience in planning daily lessons, preparing units of study, and developing instructional materials. Most personal relationships with students involve individual tutoring or counseling. The interns are exposed to traditional, open, and special education classrooms.

Most interns are between the ages of 25-30, married, and have small children at home. While COP does not stress community projects, per se, most interns are involved with the activities of their children's schools, of the schools where they are employed, and of the local chapter of their tribal government. Being bilingual, they are often called upon to serve as interpreters or to explain the school program to parents.

Figure 1

COLLEGE CREDIT HOURS EARNED

THROUGH CAREER OPPORTUNITIES PROGRAM

AT NAVAJO COMMUNITY COLLEGE

Mathematics	6 Cr. Hrs.
Science	4 Cr. Hrs.
Language Arts	6 Cr. Hrs.
Behavioral Science	12 Cr. Hrs.
Fine/Creative Arts	15 Cr. Hrs.
Social Sciences	12 Cr. Hrs.
Instructional Theory	6 Cr. Hrs.
Instructional Methodology	3 Cr. Hrs.
Total:	64 Cr. Hrs.

Chapter 2

TEACHER CORPS

Teacher Corps was created through the combined efforts of Senator Gaylord Nelson (D-Wisconsin) and Senator Edward Kennedy (D-Massachusetts) during the spring of 1965. Senator Nelson's plan to recruit college graduates to work in teams during a two-year teaching internship in deprived schools was merged with Senator Kennedy's idea to have experienced teachers assist the regular teaching staff in rural and urban areas. In July 1965, President Lyndon B. Johnson called for passage of legislation combining the Nelson-Kennedy concepts into law as part of the Higher Education Act of 1965 (P. L. 89-329, Title V-B). On November 8, 1965, the National Teacher Corps was born.[1]

As stated in the legislation, Teacher Corps proposed to strengthen the educational opportunities of children in areas having concentrations of low-income families and to encourage colleges and universities to broaden their programs of teacher preparation.

In order to accomplish these goals, non-education majors interested in teaching as a career were recruited. The average intern selected for the first two-year cycle was 23 years old. Sixteen per cent were over 30 years old and represented housewives, retired military personnel, and businessmen. The majority had maintained a 3.0 grade point average

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[1] Howe, Harold II and others. Teacher Corps: Two Years of Progress and Plans for the Future, Washington School of Psychiatry, Oct. 15, 1968, p. 3.

or above in college and had majored in academic subjects. From all races they came--67 per cent white, 30 per cent black, 3 per cent Spanish-American, American Indian, and Japanese. Forty-eight per cent were men.

Most first cycle interns were assigned to elementary and junior high school. The success in attracting men enabled Teacher Corps to train male teachers for an age group of students most in need of male identification.

Each team of interns was directed by experienced teachers who served as team leaders. In addition to an average of eight years teaching experience in deprived areas, 68 per cent held master's degrees. The average age of first-cycle team leaders was 36 years. Forty-eight per cent of the team leaders were also men.

Supplemental appropriations just prior to the close of the 1966 fiscal year enabled 1,600 interns and team-leaders to serve 50 local communities. Fiscal limitations held enrollment the second year to 1,150 participants.

In 1967, still suffering from a restricted budget, the Corps faced opposition from critics who thought local control of education was threatened by the Teacher Corps' existence. An amended stature was formed on June 29, 1967, initiating changes in the program. The lifespan of Teacher Corps was extended for an additional three years through the Education Professions Development Act of 1967 (P. L. 90-35). Authority was granted to universities and local school districts to recruit, select, and enroll interns, experienced cooperating teachers, and team-leaders with technical assistance

from the Office of Education. The word "National" was deleted from the name of the Corps. Local school districts, which previously had paid the full salaries of interns and team leaders, now were asked to pay 10 per cent of the Corpsmembers salaries. For interns the revision meant that the beginning teacher's salary formally paid was changed to a flat rate of $75.00 per week. Further alterations enabled college juniors to enter the program, thus providing undergraduates the opportunity to complete their bachelor's degrees. An additional amendment called for programs to be granted on a state quota based on school population rather than on the percentage of low-income children.[2]

No two Teacher Corps models are alike. Each local program is designed to meet the needs of children unique to the social and cultural community. The positive aspects of the locale--whether it be an urban black or white area, rural Appalachia, an Indian reservation, or a migrant and Spanish-speaking community--are utilized in making the child's education relevant.

While teaching techniques vary, training programs are similar. Local programs are funded for two-year cycles. They are operated cooperatively by the university and the school system serving economically or educationally disadvantaged children. A program is typically administered by a director from the university staff and a program coordinator from the local school system.

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[2]Howe, Harold II and others. Teacher Corps: Two Years of Progress and Plans for the Future, Washington School of Psychiatry, Oct. 15, 1968, p. 5.

Prior to their commencement of work within the local schools, interns and team leaders complete an 8-13 week pre-service training session. Superintendents, principals, teachers, and community leaders share the instructional duties with the university staff. Interns and team leaders evaluate themselves and fellow Corpsmembers. At the conclusion of pre-service training, a final selection is made of interns and team leaders to participate in in-service training.

Beginning with the tutoring of individual students, the first-year intern progresses to small-group and large-group instruction. During the second year of his internship, he and his teammates team teach. As the in-service period draws to a close, the intern solo teaches. Throughout his experiences, he is assisted by his team leader and a cooperating regular teacher.

The team leader supervises, counsels, instructs in methods, serves as master teacher, liaison to the community, and intervener with the local administration.

University courses are geared toward the interns' work experiences. Courses are problem-oriented and aimed at enriching the interns' understanding of the disadvantaged child. In many universities students' demands for relevance, have encouraged colleges of education to adopt Teacher Corps curricula within the regular university program.

Field work in the community is an important aspect of a Teacher Corps intern's training. Because Teacher Corps aims to train teachers who are aware of the needs and potentials of disadvantaged children, interns are released regularly from school and university requirements to visit parents and to conduct education-related community projects.

Under Federal legislation, elegibility for Teacher Corps membership is limited to two years.

The Navajo-Hopi Teacher Corps program is part of the nationwide Teacher Corps effort to supply qualified teachers for areas of concentration of low income families while encouraging colleges and universities to broaden their teacher preparation programs. Administered by Northern Arizona University's College of Education, the Navajo-Hopi Teacher Corps is funded by the United States Office of Education under the Department of Health, Education, and Welfare.

Since its inception in the summer of 1968, with five Navajo Indian Reservation schools participating, the Navajo-Hopi Teacher Corps has been implemented in sixteen public and Bureau of Indian Affairs schools scattered throughout the 12,000 square mile area encompassing the Navajo and Hopi Reservations. Figure 2, page 12 shows the locations of participating schools and indicates the two-year training periods or "cycles" during which the schools took part.

The program is currently in Cycle 8 which began the summer of 1973 with an enrollment of 30 teacher interns, 67 per cent of whom are Navajo. Within the confines of the Navajo Reservation, all 20 interns assigned to participating LEA schools are Navajos.

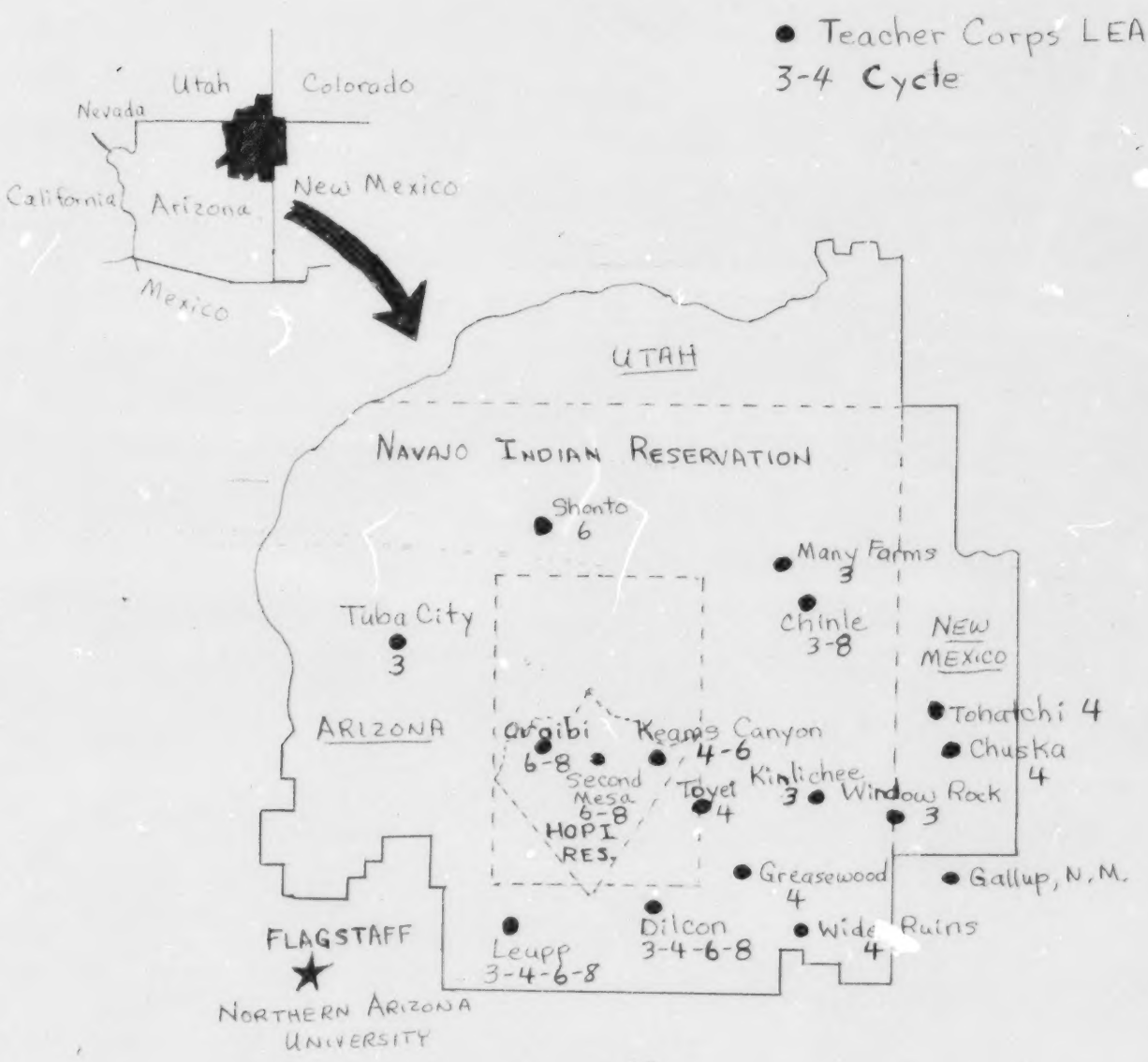
Organized on a team basis, each group of five or six interns is under the local direction of a team leader. Team leaders are selected by the sponsoring school from master teachers who have taught in the system or geographic area for a number of years. Of the four Cycle 8 Navajo reservation team leaders, two are Navajo, one is Mexican-American, and one is Anglo.

Figure 2

TEACHER CORPS SITES

ON THE NAVAJO AND HOPI RESERVATIONS

CYCLES 3,4,6,8



The interns entered the Teacher Corps program with junior or senior standing and a minimum of 60 semester hours credit. Intensive pre-service training on the Northern Arizona University campus in the summer of 1973 allowed the new Corpsmembers to assess their commitment for the two-year cycle which lay ahead of them. Opportunities were given for the interns to visit the participating schools and communities on the reservation.

Figure 3, page 14 indicates the time line for the Teacher Corps cycle.

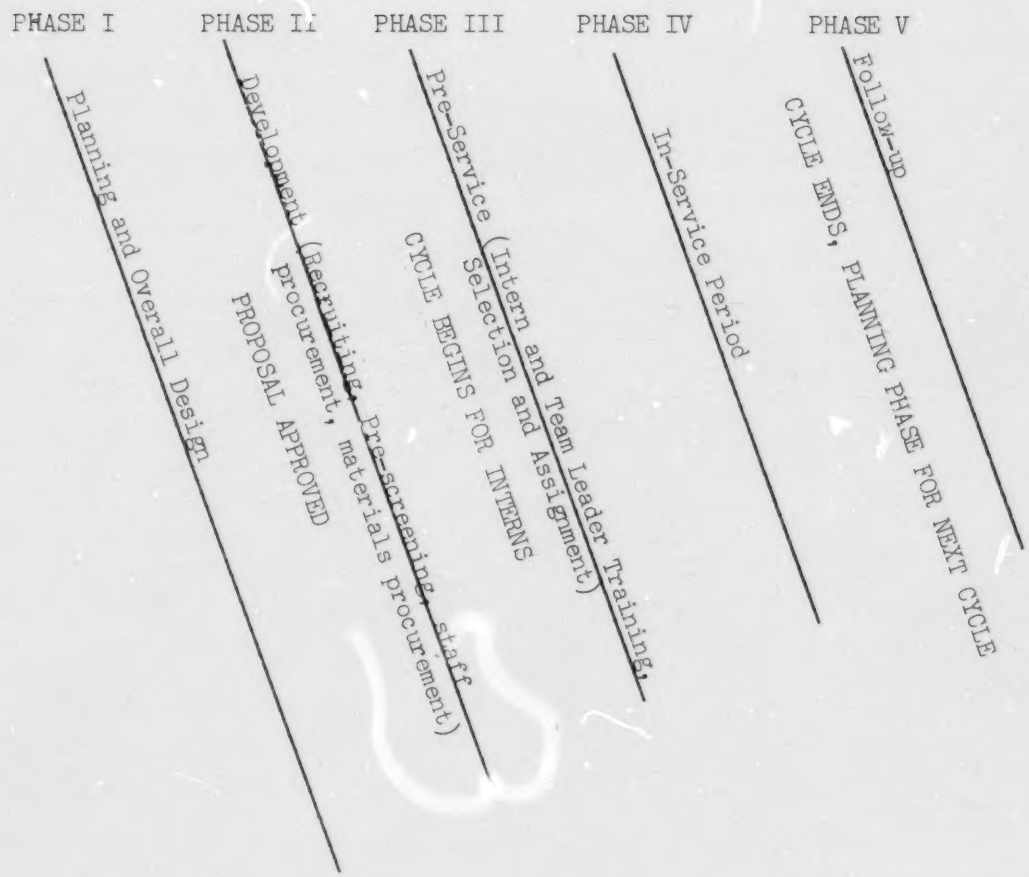
Special education is the emphasis of Cycle 8. Each intern will accumulate a minimum of 21 semester hours in this area including a semester of practice teaching in special education. In some communities this will require establishment of the school's first special education classes by the team itself.

Teacher Corps interns now receive $90 per week stipend plus $15 for each dependent child. Tuition is free, but the interns must buy their own textbooks and some materials.

Since 1969, the focus of the Navajo-Hopi Teacher Corps has been on performance/competency-based education. Sixty per cent of the interns' time is spent in the classroom. The interns are required to develop performance-based units of instruction for their classroom teaching. Workshops are conducted on objective-based instruction with non-Teacher Corps personnel attending. During Cycle 6, an evaluation instrument was devised by the Teacher Corps staff, team leaders, interns, school administrators, and interested College of Education faculty me[illegible]. Modifications of the guide are in use by some reservation schools as a basis for teacher evaluation.

Figure 3

TIME LINE FOR TEACHER CORPS CYCLE



Great distances and roads made virtually impassable by inclement weather make both on-campus classes and instruction by commuting instructors impossibilities during the regular school term. To cope with this unique situation, university instruction has been conducted via video taped units or modules of instruction since 1969. The video tapes, featuring College of Education faculty members, are produced in the Teacher Corps television studio on campus and sent by mail to each target site. The tapes are open-ended, and the team leaders act as discussion leaders and instructional adjuncts for the university instructors.

In an effort to provide educational opportunities for teachers, teacher aides, dormitory attendants, and community persons, the Teacher Corps video classes are open to non-Teacher Corps personnel on an extension or off-campus basis for either graduate or undergraduate credit. Approximately 20 per cent of the intern's time is spent in university studies.

During the pre-session and both five-week portions of the Northern Arizona University summer session, the interns and team leaders attend special classes on the Flagstaff campus.

One of the strongest components of the Teacher Corps program is community-based education. Objectives of the component include:

1. The encouragement and strengthening of coalitions between the communities and their schools.
2. The encouragement of regular teachers to assume a more active role in community affairs by extending educational services to the community.

Each community prescribes its own program to meet unique needs

as perceived by the community. The Teacher Corps team facilitates the organization of committees, the development of needs assessment instruments, and the undertaking of projects.

The community-based education programs or projects are as diverse as the communities they serve.

At Leupp, Arizona, where no qualified music and art teachers are available, Teacher Corps has allocated $2,250 to hire 30 consultants who will train the school staff, Corpsmembers, and volunteers initially in Indian arts and music and finally in Anglo art and music.

In Dilcon, Arizona, Teacher Corps interns act as consultants and on-the-job trainers for a community controlled child care center employing members of the Dilcon community. They have also established a ranchers' roundtable to educate local ranchers on soil conservation and livestock management.

Teec Nos Pos, Arizona's Teacher Corps team will make use of the school staff and community adults as they train adults and school children in the areas of culture, nutrition, job skills, and basic education.

At Chinle, Arizona, the team will provide elderly and disabled persons with attention, entertainment, an attitute of self-worth, and an opportunity to create original crafts. A second project will provide instructors to conduct pre-vocational farming and animal husbandry skills training for mentally retarded teenagers.

Chapter 3

NAVAJO TRIBAL TEACHER EDUCATION PROGRAM

The Navajo Tribal Teacher Education Program is an on-the-job, on-site training program designed to enable Navajos to complete a bachelor's degree and teacher certification. It is currently in progress at five sites, each of which serves a radius of approximately fifty miles in any direction. Tuba City, Ganado, and Chinle sites, located in the Arizona sector of the Navajo Nation, operate as extensions of the University of Arizona, Tucson. The University of New Mexico, Albuquerque, maintains extensions at Shiprock and Crownpoint in the New Mexico sector of the Navajo Reservation. Plans are under way to add an additional site and 30 interns in 1975.

Currently 109 interns are included in the program. Another 80 interns are expected to take part in September 1974 in Arizona and an additional 20 interns will be involved at each of the New Mexico sites.

Required for acceptance into the Teacher Education Program is the completion of 45-50 semester hours of college credit. Interns may maintain employment with the local school system, usually as a classroom aide or dormitory attendant. Interns are released from work by their employer, with full pay, for one day a week to attend university instruction equivalent to a full semester classload. Due to the distances involved from the parent university and the training sites, University of Arizona staff instructors travel by air in chartered planes and University of New Mexico instructors drive the 190-280 miles to their extensions on the reservation.

During the remainder of the week while they are on the job, Navajo teacher interns are counseled, monitored, and supervised by university field staff. Dormitory attendants are frequently given part-time assignments to the classroom in order to acquire experience in tutoring students, planning lessons, and developing materials. Summers are spent on campus at the University of Arizona or the University of New Mexico or its branches in order to complete basic courses not offered in the field.

Interns are also given the opportunity to make field trips to conferences and sites of innovative educational programs. This past year interns visited creative programs in Tucson and made a four-day trip to a national curriculum conference held in Anaheim, California.[1]

The program emphasizes the development of materials and techniques relevant to the needs of Navajo children.

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[1] "Navajo Teacher Education Program Expands Training Efforts," The Navajo Times, June 13, 1974, p. A-12, col. 1-3.

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Chapter 4

A REPRESENTATIVE REGULAR ON-CAMPUS PROGRAM
NORTHERN ARIZONA UNIVERSITY

Although classes are held on-campus some 30-400 miles from the reservation schools where its graduates will teach, it should not be assumed that Northern Arizona University's teacher education curriculum is totally traditional. Practicums are provided in Flagstaff schools with Navajo enrollment or at Leupp Boarding School, totally Navajo and located 45 miles away on the reservation. Practice teaching experience usually takes place in the student's home community on the reservation. Competency-based teacher training is being explored, and student teachers are judged on their classroom performance before graduation is permitted.

University requirements include 12-14 semester hours credit which must be earned in freshman English (6 hours), English for bilinguals (8 hours), mathematical concepts and applications (4 or more hours), and freshman physical education (2 hours). A total of 42 hours, not including courses in the student's major or minor fields, must be selected. These credits may be accrued as follows:

University requirements	12-14 hours
Sciences (Astronomy, biology, geology, physical science, and forestry)	8-12 hours
Social and behavioral sciences (Economics, history, political science, psychology, anthropology, geography, general business, home economics, history, industrial education, and sociology)	9-12 hours

Humanities (Art, English, music, philosophy, and speech) 8-12 hours

Of these 42 hours, 30 must be earned in lower division courses and 12 in upper division courses.

Elementary education majors must also complete a specialization known as a "content emphasis." Content emphasis programs, which require a minimum of 15 semester hours of concentrated study, are available in the fields of anthropology, art, biological science, dance, earth science, English as a second language, French, geography, health, history, home economics, humanities, industrial arts, language arts, library science, mathematics, music, physical education, psychology, sociology, Spanish, speech and theater, or special education.

Academic areas studied by teacher education candidates include completion of a total of 27 semester hours. Communication skills, 6 hours; social and behavioral science, 9 hours; natural sciences, 3-4 hours; health and physical education, 2-3 hours; and fine arts, 5-6 hours comprise the academic studies.

Education courses make up a total of 30 semester hours including courses in reading, evaluation of learning, elementary curriculum, children's literature, science, social studies, audio-visual education, arithmetic, language arts, child growth and development, and student teaching.

Education courses have likewise been grouped into areas of special emphasis. A student may aggregate his studies in the areas of early childhood education, elementary education, secondary education, or special education.

Admission to the teacher education program at Northern Arizona University requires filing of an application to the secretary of the screening committee. The screening committee will base its decision on acceptance into teacher education on the following criteria:[1]

1. A cumulative grade point average of at least 2.25.
2. A grade of C or better in English 103 or 105 or verified proficiency in writing by the candidate's instructor in English 103 or 105.
3. A grade of C or better in one of the following performance classes: Speech 161, 210, 260. Secondary students may secure clearance through a speech proficiency test.
4. A health record filed at the University Health Center.
5. The exhibition of social and personal characteristics compatible with expectations of members of teaching profession.

The application for admittance into teacher education will be reviewed after 60 semester hours of credit have been earned and the Introduction to Education course has been completed. Thus, students are given an overview of the field of education before they choose to seek admission to the teacher education program.

Student teaching center assignments are dependent upon the student's responses on the Student Teaching Assignment Scale. Marital and family status, location of residence, and medical problems affect the assignment to a student teaching center.

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[1]"Criteria for Admission into Teacher Education." College of Education, Northern Arizona University, Flagstaff, February 1973, p. 1.

SUMMARY

The foregoing paper has attempted to provide prospective Navajo Indian teachers with an overview of existing programs of teacher education available on or near the Navajo Reservation.

Five alternate routes, as shown in Figure 4, page 2 , lead to a Bachelor of Science or Bachelor of Arts degree with elementary teaching certification:

1. Career Opportunities Program followed by Navajo Tribal Teacher Education Program.
2. Career Opportunities Program followed by Teacher Corps.
3. Career Opportunities Program followed by completion of upper division work at a four-year college or university.
4. Summer school or full-time on-campus attendance at a community or junior college followed by completion of upper division work at a four-year college or university.
5. Summer school and/or full-time on-campus attendance at a four-year college or university from freshman through senior years.

Further information regarding any of the four programs described may be received by writing to the following persons:

Gerald Knowles, Director
Teacher Training Project
Navajo Tribal Education Division
Window Rock, Arizona

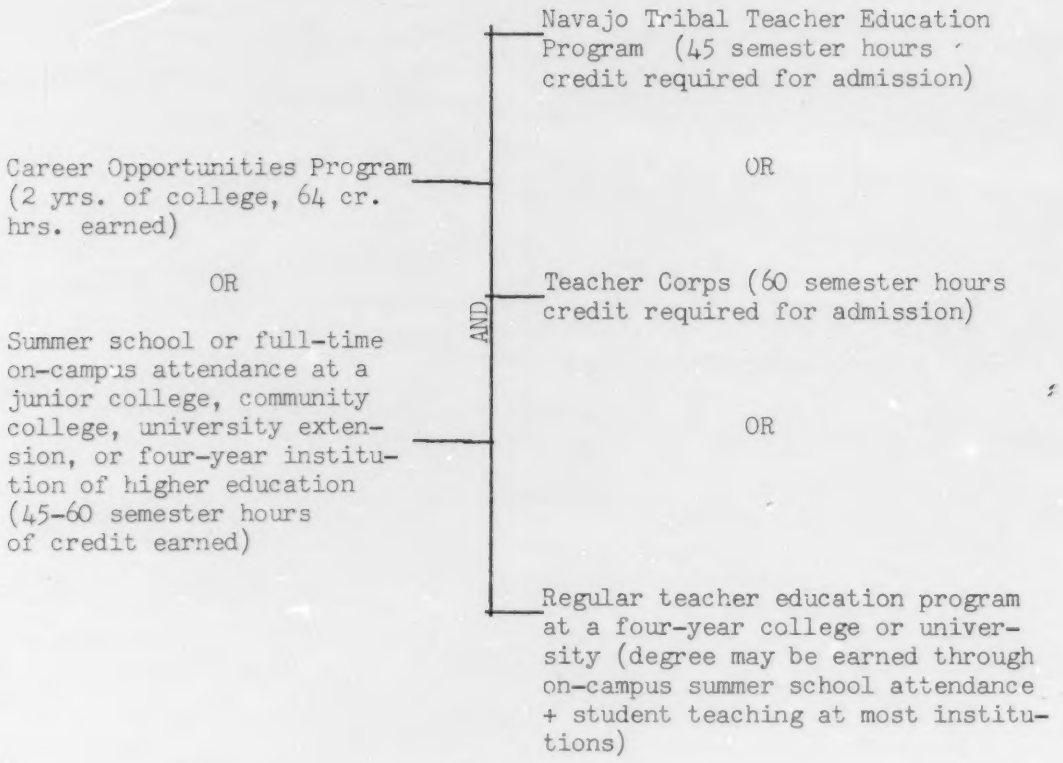
Joe Gelt, Director
Career Opportunities Program
Navajo Community College
Tsaile, Navajo Nation, Arizona, 86503

Roger Wilson, Director
Navajo-Hopi Teacher Corps
Northern Arizona University
Box 6026
Flagstaff, Arizona, 86001

C. E. Fauset, Dean
College of Education
Northern Arizona University
Flagstaff, Arizona, 86001

Figure 4

ALTERNATE ROUTES TO B.S./B.A. DEGREE
WITH ELEMENTARY TEACHING CERTIFICATION


Navajo Tribal Teacher Education Program (45 semester hours credit required for admission)
OR
Career Opportunities Program (2 yrs. of college, 64 cr. hrs. earned)
OR
Teacher Corps (60 semester hours credit required for admission)
AND
Summer school or full-time on-campus attendance at a junior college, community college, university extension, or four-year institution of higher education (45-60 semester hours of credit earned)
OR
Regular teacher education program at a four-year college or university (degree may be earned through on-campus summer school attendance + student teaching at most institutions)

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3. Howe, Harold II and others. Teacher Corps: Two Years of Progress and Plans for the Future, Washington School of Psychiatry, October 15, 1968. pp. 3-8.

4. "Navajo Teacher Education Program Expands Training Efforts," The Navajo Times, June 13, 1974, p. A-12, col. 1-3.

5. Questionnaire: Joe Gelt, Director, Career Opportunities Program, Navajo Community College, Tsaile, Navajo Nation, Arizona, 86503.

6. Teacher Corps, Navajo-Hopi Teacher Corps, Northern Arizona University, Flagstaff, 1974. pp. 1-3.